



# *Let's Celebrate* **CULTURE**

WORKING WITH CULTURALLY-DIVERSE FATHERS



**A HALF-DAY  
WORKSHOP**



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### LEARN MORE ABOUT NATIONAL FATHERHOOD INITIATIVE

20410 Observation Drive, Suite 107  
Germantown, MD 20876

Phone: 301-948-0599

Fax: 301-948-4325

Email: [info@fatherhood.org](mailto:info@fatherhood.org)

Website: [www.fatherhood.org](http://www.fatherhood.org)

#### FIRST EDITION

#### AUTHORS:

Stephen Bavolek, Ph.D., Family Development Resources, Inc., and Christopher Brown, National Fatherhood Initiative

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**TABLE OF CONTENTS**

**Introduction . . . . .1**

**Activities for Use with Culturally-Diverse Fathers . . . . .5**

    Activity 1: Let’s Celebrate Culture . . . . .5

    Activity 2: My Culture This Culture . . . . .8

    Activity 3: My Fathering Values . . . . .11

**Appendix . . . . .14**



# Let's Celebrate Culture:

## Working with Culturally-Diverse Fathers

### INTRODUCTION

Welcome to *Let's Celebrate Culture: Working with Culturally-Diverse Fathers*. The goal of this workshop is to increase the level of awareness and sensitivity among facilitators of fathering programs—especially the 24/7 Dad™ programs—about the role and importance culture plays when helping fathers to become more involved, responsible, and committed to their children and families.<sup>1</sup> This workshop has four objectives that accomplish this goal:

- Help facilitators understand the role culture plays in fathering;
- Raise facilitators' awareness of how universal the role of father is across cultures;
- Raise facilitators' awareness of how the role of father is expressed differently across cultures; and
- Provide a practical tool for working with fathers who are members of American subcultures (e.g. African American and Hispanic American) and who are members of subcultures that are not well acculturated or who are not acculturated at all (e.g. recent immigrants and fathers who live in enclaves<sup>2</sup>).

The United States has one of the most unique cultural environments in the world. People from many cultures—some thousands of years old—have come here to raise their children, practice their traditions and religion, play sports, go to school, and develop their professional interests. With diversity, however, comes the need for sensitivity, understanding, and acceptance of the unique aspects of different cultures and subcultures. This need is particularly true for facilitators of fathering programs whose primary responsibility is to promote good, healthy fathering practices. To be as effective as possible, facilitators must increase their understanding of the fathering practices of different cultures and subcultures.

### WHAT IS CULTURE?

**Culture** has many definitions. English Anthropologist Edward B. Tylor offered perhaps the most famous definition. In his book *Primitive Culture*, he says that culture is “that complex whole which includes knowledge, belief, law, morals, customs, and any other capabilities and habits acquired by man as a member of society.”<sup>3</sup> Regarding fatherhood, culture forms the foundation for the morals, values, and norms of behavior of fathers. It communicates to men how they should father, thus what parts of fathering they value.

### WHAT IS A SUBCULTURE?

There are layers or portions of a single culture that vary in morals, values, and norms of behavior. These layers are often referred to as **subcultures**. Subcultures are common in diverse societies in which people retain much of the cultural norms from their or their ancestors' (e.g. parents' and

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<sup>1</sup> NFI designed this workshop as part of the process to create the second editions of the 24/7 Dad™ A.M. and P.M. programs. Consequently, NFI designed the activities in this workshop based on the topics addressed in the second editions; however, facilitators who use the first editions will still find it applicable as will facilitators of other fathering programs.

<sup>2</sup> An enclave is a distinct cultural group that lives within the United States and remains fairly or completely isolated from the majority culture. Facilitators have found fathers in enclaves to be particularly challenging to work with because they are disconnected from the majority culture. Consequently, it is difficult to influence their parenting and fathering-related behavior.

<sup>3</sup> Tylor, Edward B. 1871. *Primitive Culture*. New York: Bretano's.

grandparents') country of origin. Examples of subcultures in the United States include but are not limited to those of African Americans, Arab Americans, and Hispanic Americans.

There are hundreds of subcultures within the United States, not all of them defined by race or ethnicity. Members of the military are part of the military subculture. Athletes, clergy, people who identify with a political party, and those who work for different kinds of organizations (e.g. profit and non-profit) have their own subcultures. Moreover, specific behavior—positive and negative—that facilitators sometimes encounter can define subcultures, such as drug abuse and domestic violence. While all cultures share universal traits, subcultures have developed different ways to carry out or express them and have unique codes of conduct. One person is part of many subcultures.

## WHAT IS ACCULTURATION?

**Acculturation** refers to the level of integration of an individual or cultural group into the majority culture. Individuals and groups that are acculturated into American/United States culture have adopted all or most of the morals, values, and practices of the predominant culture, although there is certainly individual variation. When working with fathers who are well acculturated, differences in their morals, values, and practices related to parenting and fathering result more from differences in the fathers themselves (e.g. family history and life experience) than from their subculture. Fathers from subcultures whose families have been in the country for generations will tend to be more alike than different based on their shared American cultural values. You will likely find more variation within subcultures based on the length of time a family or cultural group has been in the country than between or among fathers whose families have been here for generations regardless of their subculture.

## ENCLAVES

Fathers who live in **enclaves** present a unique challenge because enclaves insulate fathers from the dominant culture and its morals, values, and practices. Enclaves are like a country within another country surrounded by borders that people rarely cross. Consequently, they are a defense against acculturation. Fathers' morals, values, and practices are rarely if ever challenged because they are surrounded by other men and fathers who reinforce them. These fathers might travel to and from their country of origin on a regular basis, thus further reinforcing their morals, values, and practices, and separation from the dominant culture. If you run a fatherhood program that attempts to reach fathers in enclaves, it is especially important to identify the morals, values, and norms of behavior of the enclave's culture that reinforce the ways in which your program seeks to increase father involvement. If you don't, you'll run headlong into a brick wall.

## CULTURAL NORMS OF FATHERING

In an extensive study that examined the family role responsibilities in 14 cultures/subcultures, Bavolet found a near unanimous consensus of the role of the father.<sup>4</sup> He provided members of these cultures/subcultures with a list of questions that addressed their values, as well as the roles of family members. Participation included members from United States subcultures and Cambodian, Hmong, Lao, Vietnamese, Chinese, Japanese, Korean, Chilean, El Salvadoran, Mexican, Puerto Rican, and Hawaiian cultures. People in all cultures and subcultures viewed the father as the head of the household with traits such as:

- Decision maker
- Disciplinarian
- Provider
- One who controls children and the wife
- Primary role model
- Manager of the finances
- Patriarch
- Breadwinner

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<sup>4</sup> Bavolet, Stephen. 1997. *Multicultural parenting: Educational guide*. Park City Utah: Family Development Resources.

Parts of the father's role included:

- Leaving child rearing to the women of the family
- No playing with children
- Disciplining teenagers
- Struggles with practices of tenderness and intimacy with children such as hugging, bathing, and discussions related to sexual body parts and functions

Understanding the traits and role of fathers is an important aspect of educating fathers on good, healthy fathering.

## UNIVERSAL CONCEPTS OF “GOOD” FATHERING

Bavolek's study points to universal aspects of the father's traits and role. Other studies have found some of these traits and aspects of his role in others cultures (e.g. Caribbean cultures).<sup>5</sup> Yale anthropologist David Gilmore has studied masculinity and fatherhood cross-culturally. In noting how cultural concepts of masculinity serve to organize social roles (e.g. fathering and mothering), he identifies several universal concepts of masculinity including nurturing, the organizing principle of the 24/7 Dad™ programs. He says that, “Manhood...is also a nurturing concept, if we define that term as giving, subverting or other directed. It is true that this male giving is different from, and less demonstrative and more obscure than, the female. It is less direct, less immediate, more involved with externals.”<sup>6</sup>

Despite the universal traits and role of fathers, the symbols, language, and some **behavior or practices** that reflect these traits and responsibilities can vary greatly among cultures and subcultures. Consequently, NFI designed the 24/7 Dad™ programs to focus on universal concepts of good fathering, such as nurturing, that cut across cultures and consider the variety of expressions of these concepts, instead of creating many programs that account for the fathering nuances among cultures and subcultures.<sup>7</sup> When facilitating a culturally-diverse fathers group, or when working with fathers individually, facilitators must be aware of the different cultural morals, values, and practices associated with fathering that exist among the dads. Presenting a fathering practice as good fathering might not be received by fathers in the same way—they might not “view it through the same lens.” Therefore it's critical to ask dads how the practice fits within their culture because it encourages discussion and allows you, the facilitator, to better understand how to introduce the practice so that fathers will be open to it and implement it effectively. From discussion comes awareness; from awareness comes learning; from learning comes sensitivity; and from sensitivity comes acceptance. Accepting the uniqueness of cultures and subcultures is a critical aspect in incorporating fathering practices with the science of being effective in promoting father-child relationships.

## HOW TO USE THIS WORKSHOP

Use *Let's Celebrate Culture: Working with Culturally-Diverse Fathers* to better understand the impact that fathers' cultures and subcultures might have on your ability to effectively introduce the concepts, knowledge, beliefs, attitudes, and practices of the 24/7 Dad™ programs<sup>8</sup> and to influence fathers to adopt them. You can also use it as a stand-alone workshop whether or not you use a fathering program. It includes three activities that accomplish the following objectives.

<sup>5</sup> Tamis-LeMonda, C.S. and Cabera, N. Eds. (2002). *Handbook of Father Involvement: Multidisciplinary Perspectives*. Lawrence Erlbaum Associates: Mahwah, New Jersey.

<sup>6</sup> Gilmore, D. (1990). *Manhood in the Making: Cultural Concepts of Masculinity*. Yale University Press: New Haven.

<sup>7</sup> For a further description of nurturing and other concepts, see the 24/7 Dad™ Activities Manual if you use the first edition of the A.M. or P.M. program and the Program Guide portion of the Facilitator's Manual if you use the second edition of either program.

<sup>8</sup> It should also help if you facilitate another fathering program to introduce concepts, knowledge, attitudes, beliefs, and practices that might be unique to that program.



- **Activity 1 (Let's Celebrate Culture):** Celebrates the culture of the fathers especially those who are not well acculturated or acculturated at all. This activity helps you identify general cultural aspects or norms of behavior that you can use to introduce new knowledge, attitudes, beliefs, and practices in non-threatening ways. It also helps you identify existing knowledge, attitudes, beliefs, and practices that might lead fathers to be more or less likely to “buy into” the program.
- **Activity 2 (My Culture, This Culture):** Helps you identify broad cultural values (what fathers say has worth) that you can use to introduce new knowledge, attitudes, beliefs, and practices in non-threatening ways and that might lead fathers to be more or less likely to buy into the program. It helps you to better understand general aspects of the dominant American/United States culture that confound or bother fathers, especially those who are not well acculturated or acculturated at all.
- **Activity 3 (My Fathering Values):** Helps you identify cultural values specific to fathering that you can use to introduce new knowledge, attitudes, beliefs, and practices in non-threatening ways and that might lead fathers to be more or less likely to buy into the program. It also helps you identify how values around fathering in specific cultures/subcultures affect fathering practices and the values of the dominant American/United States culture related to fathering that confound or bother fathers, especially those who are not well acculturated or acculturated at all.

The flow of these activities, if done in order, helps you “drill down” from the general to the specific. If used well these activities will help you bond and develop trust with the fathers because you will gain more credibility by honoring their culture/subculture. They will be more likely to accept what you have to share if they trust you.

You can use these activities at any point during the 24/7 Dad™ programs. Use any one or combination although use of all three should give you more insight than any one or two activities alone. There are certain times, however, that might be particularly useful and include:

- Start the program with the activities before you conduct the first session to use what you learn from the very start.
- Integrate the activities at the transition in the 24/7 Dad™ programs between the focus on the man and the father (between Sessions 5 and 6 of the first editions of the programs and between Sessions 4 and 5 of the second editions of the programs). They effectively bridge the transition because these activities include a focus on the man and father.
- Integrate one or more activities as “fillers” into a session that might not take two hours or to extend a session that could go longer than usual or planned.

**If you do not use Activity 1 or use it after Activity 2 or 3 (i.e. not as the first activity), integrate Procedures 4-10 from Activity 1 into the other two activities (whichever one you do first) to ensure that you cover the definitions of culture and subculture and that you identify the cultures and subcultures with which the fathers most closely identify.** The description of the procedures for Activities 2 and 3 identifies where to integrate the procedures from Activity 1.

### A NOTE OF CAUTION

Dads might share perceptions, morals, values, or behavior that you find wrong and misguided. Don't let your perceptions, morals, values, or norms for proper behavior cloud your judgment and openness to other cultures/subcultures. We designed this workshop to help you gain additional insight into how men approach fathering and not to open a can of worms or Pandora's Box. Keep an open mind and heart as you face the challenge of helping fathers from all walks of life to be involved, responsible, and committed in the lives of their children and families.



## ACTIVITIES FOR USE WITH CULTURALLY-DIVERSE FATHERS

### ACTIVITY 1:

# Let's Celebrate Culture



#### ACTIVITY DESCRIPTION:

During this activity the dads celebrate their culture(s) by exploring the origins of their names, traditions that are a part of their culture's birth practices, and traditions of their culture they remember from their childhood.

#### PRE-SESSION PROCEDURES:

1. If you use the second edition of the 24/7 Dad™ A.M. or P.M. program, review the standard pre-session procedures in Chapter VI of the 24/7 Dad™ Program Guide.
2. Write the names of the facilitator(s) on the flip chart if you use this activity at the start of a 24/7 Dad™ or other fathering program.
3. Write the statements that you will ask the fathers to complete during Procedures 2 and 11 on the flip chart.

**TIME:** 30 minutes (possibly longer if the group is large)

**MATERIALS:** Flip chart, markers

#### FACILITATOR'S GOAL:

To identify general cultural aspects or norms of behavior for use in introducing new knowledge, attitudes, beliefs, and practices in non-threatening ways. To identify existing knowledge, attitudes, beliefs, and practices that might lead fathers to be more or less likely to "buy into" the program.

#### LEARNING COMPETENCIES:

1. Dads increase their awareness and knowledge of the cultural differences represented by the Dads in the group.
2. Dads demonstrate the capacity to share aspects of their culture that are meaningful/important to them.

#### PROCEDURES:

1. Welcome the dads. Mention that names are important because they often honor family members (e.g. children are named after a parent or grandparent), cultural uniqueness and history, and personal preferences (e.g. favorite names). They can also be tied to specific, important events in a culture's or family's history.





- Tell the Dads that this activity allows them to share information about their names and to learn more about the other Dads in the group. Ask each dad to complete the following statements.

- My name is \_\_\_\_\_.
- I was given this name because \_\_\_\_\_.
- My name means \_\_\_\_\_.
- My name is important because \_\_\_\_\_.

My name is . . .

I was given this name because . . .

- Explain to the dads that each culture and each family has its own traditions and practices related to birth. Tell the Dads that they will now share with each other the way in which birth is celebrated in their culture or subculture.

My name means . . .

My name is important because . . .

- Write the word **CULTURE** on the flip chart. Tell the Dads that before they share the way in which birth is celebrated in their culture, that you want to make sure everyone understands what you mean by the word "culture." Ask the Dads what the word means and write their responses on the flip chart.

Culture

- Share, or reinforce depending on what the Dads shared, the following definition of culture.

- **Culture is a set of rules, beliefs, values, morals, and norms of behavior that guide a specific group of people at a specific point in time.**

Subculture

- Now write the word **SUBCULTURE** on the flip chart and underline "Sub." Ask the Dads what this word means to them and write their responses on the flip chart.

- Share, or reinforce depending on the Dads shared, the following definition of subculture.

- **A subculture is a layer or part of a single, larger culture that has some different morals, values, and norms of behavior.**

- Ask the Dads for examples of subcultures and write their answers on the flip chart.

- Share some examples of subcultures in the United States that typically come to mind, such as African American, Hispanic American, Native American, and Asian American. Then explain that there are also subcultures that reflect shared beliefs, behavior, interests, or lifestyle instead of race or ethnic heritage, such as athletes and fans of particular sports teams, religious faith, fans of TV and movie series like Star Trek ("Trekies"), and drug and alcohol use. Ask the Dads to name some of the subcultures they're part of, write a few on the flip chart, and then point out that everyone is a member of several subcultures. Share the subcultures with which you identify.





**NOTE TO FACILITATOR:**

If you use this activity before or during a fathering program, write down (or have your co-facilitator do it) as much of what the fathers share as possible for your reference throughout the remainder of the program.

Write each father's name and his culture or subculture(s). As you prepare for each session, refer to your notes and think about the impact of the fathers' culture or subculture(s) on how receptive they're likely to be to the knowledge, attitudes, beliefs, and practices you'll introduce.

10. Explain that the morals and values that guide our behavior—how we expect ourselves and others to behave—come from our culture and subculture. People learn about culture through different parts of it, such as media and government. But the main way in which culture is taught is by parents to their children. So children and the birth of children are very important in every culture. Most cultures celebrate birth with traditions and activities to mark this most important event.

11. Ask each dad to complete the following statements in a round-robin fashion and record as much as possible for each Dad so you can refer back to the information as you conduct Activities 2 and 3 and throughout your fathering program.



- I was born in \_\_\_\_\_.
- I grew up in \_\_\_\_\_.
- My main culture or subculture is \_\_\_\_\_.
- The ways in which we celebrate birth in my culture or subculture are \_\_\_\_\_.

I was born in . . .

I grew up in . . .

12. Close this activity by noting that there is much to celebrate in every culture. Ask the Dads to share whether they learned anything about another Dad that they didn't know or expect (e.g. something to celebrate about a culture or subculture).

My main culture or subculture is . . .

The ways in which we celebrate birth in my culture or subculture are . . .

## NOTES

[illegible]



## ACTIVITY 2:

# My Culture, This Culture



### ACTIVITY DESCRIPTION:

During this activity the dads learn more about their own and the other Dads' cultural values and how they are similar or different from each other's and American/United States culture. They complete a handout called "A Picture of My Culture/Subculture" that describes gender and family roles, values, and holiday traditions of their culture/subculture. They have an opportunity to voice their concerns about the values of the dominant American/United States culture that confound or bother them.

### PRE-SESSION PROCEDURES:

1. If you use the second edition of the 24/7 Dad™ A.M. or P.M. program, review the standard pre-session procedures in Chapter VI of the 24/7 Dad™ Program Guide.
2. Write the names of the facilitator(s) on the flip chart if you use this activity at the start of a 24/7 Dad™ or other fathering program.
3. Write the statements that you will ask the fathers to complete during Procedure 2 on the flip chart.
4. Decide whether to use the "A Picture of My Culture/Subculture" handout or to create questions from it that you or your co-facilitator can ask and then record the fathers' answers on the flip chart or another piece of paper. If you have fathers with very limited English literacy skills or who can't read or write English at all, it is best to not use the handout. If the fathers can read and write in another language and you or your co-facilitator can read and write in that language, consider translating the handout into that language. If you decide to use the handout or a translated version of it, make enough copies for each Dad to have one copy. You can find the handout in the Appendix.
5. Have enough pens or pencils for each Dad to have one to complete the handout if you use it.



**NOTE TO FACILITATOR:**

If you didn't conduct Activity 1 before this activity, insert Procedures 4-10 from that activity after Procedure 1 and before you move on to Procedure 2 of this activity.



**NOTE TO FACILITATOR:**

If you use this activity before or during a fathering program, keep the Dads' handouts as reference throughout the remainder of the program. Ask them to write their name at the top of the handout.

**TIME:**

50 minutes

**MATERIALS:**

Flip chart, markers, A Picture of My Culture/Subculture handout, pens/pencils

**FACILITATOR'S GOAL:**

To identify broad cultural values (what fathers say has worth) for use in introducing new knowledge, attitudes, beliefs, and practices in non-threatening ways and that might lead fathers to be more or less likely to buy into the program. To identify general aspects of the dominant American/United States culture that confound or bother fathers, especially those who are not well acculturated or acculturated at all.

**LEARNING COMPETENCIES:**

1. Dads increase their awareness and knowledge of their own and the other Dads' cultural values.
2. Dads demonstrate the capacity to identify important aspects of their culture.
3. Dads demonstrate the capacity to identify general aspects of American/United States culture that confound or bother them.

**PROCEDURES:**

1. Welcome the Dads. Mention that this activity involves identifying the cultural values they learned as children.
2. Ask the Dads to complete the following statements in a round-robin fashion.



One cultural value I learned growing up was . . .

- One cultural value I learned growing up was \_\_\_\_\_.
- The importance of this value is \_\_\_\_\_.
- I do/do not teach this value to my children because \_\_\_\_\_.

The importance of this value is . . .

I do/do not teach this value to my children because . . .



**NOTE TO FACILITATOR:**

If you use this activity before or during a fathering program, write down (or have your co-facilitator do it) as much of what the fathers share as possible for your reference throughout the remainder of the program. Write each father's name and his values. As you prepare for each session, refer to your notes and think about the impact of the fathers' values on how receptive they're likely to be to the knowledge, attitudes, beliefs, and practices you'll introduce.

3. Hand each Dad a copy of the "A Picture of My Culture/Subculture" handout located in the Appendix and make sure each Dad has a pen or pencil. Explain that understanding the practices and beliefs of your culture provides awareness of the differences and similarities among cultures. Give the Dads about 15 minutes to complete the handout. Consider asking them to form pairs, interview each other, and write down their partner's responses.

APPENDIX

- LET'S CELEBRATE CULTURE | 10

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**NOTE TO FACILITATOR:**

If you didn't conduct Activity 1 before this activity, insert Procedures 4-10 from that activity after Procedure 1 and before you move on to Procedure 2 of this activity.

**ACTIVITY 3:**

# My Fathering Values

**ACTIVITY DESCRIPTION:**

During this activity the dads learn more about their own and the other Dads' cultural values related to fathering and how they are similar or different from each other's and American/United States culture. They have an opportunity to voice their concerns about the fathering values of the dominant American/United States culture that confound or bother them.

**PRE-SESSION PROCEDURES:**

1. If you use the second edition of the 24/7 Dad™ A.M. or P.M. program, review the standard pre-session procedures in Chapter VI of the 24/7 Dad™ Program Guide.
2. Write the names of the facilitator(s) on the flip chart if you use this activity at the start of a 24/7 Dad™ or other fathering program.
3. Write the statements you will ask the fathers to complete during Procedure 2 and 3 on the flip chart.
4. Have enough balloons and black markers (preferably Sharpie®s) for each Dad to have at least one of each. Decide which of the topics listed in Procedure 4 that you will include based on the fathering program you run and number of Dads in the group. Pick topics about which the Dads' views of how the dominant American/United States culture approaches those topics will be of most benefit for you to know as you facilitate a 24/7 Dad™ or other fathering program.

**TIME:** 50 minutes

**MATERIALS:** Flip chart, balloons, markers for flip chart and balloons

**FACILITATOR'S GOAL:**

To identify cultural values around fathering for use in introducing new knowledge, attitudes, beliefs, and practices in non-threatening ways and that might lead fathers to be more or less likely to buy into the program. To identify fathering values of the dominant American/United States culture that confound or bother fathers, especially those who are not well acculturated or acculturated at all.

**LEARNING COMPETENCIES:**

1. Dads increase their awareness and knowledge of their own and the other Dads' cultural values around fathering.
2. Dads demonstrate the capacity to identify fathering values of American/United States culture that confound or bother them.





## PROCEDURES:

1. Welcome the dads. Mention that this activity focuses on identifying the values they have around fathering.

2. Ask each dad to respond to complete the following statements.

- My overall approach to raising children is \_\_\_\_\_.
- My parents' overall approach on raising children is/was \_\_\_\_\_.
- The overall approach to raising children in my culture/subculture is \_\_\_\_\_.

My overall approach to raising children is . . .

My parents' overall approach on raising children is/was . . .

The overall approach to raising children in my culture/ subculture is . . .



### NOTE TO FACILITATOR:

If you use this activity before or during a fathering program, write down (you or your co-facilitator) as much as possible for reference during the remainder of the program. Record how each Dad completes each statement. These statements help identify how the Dads' approach to raising children is similar or different from their parents (the primary medium through which cultural values are communicated) and their culture/subculture at large.

3. Ask the Dads in a round-robin fashion to complete the following statements for each of the topics below depending on whether you use the 24/7 Dad™ A.M. or P.M. program. Simply insert each topic in the first blank. Ask each Dad the statement using the first topic, then the second topic, and so on. If you have a large group, consider having just a few Dads respond to each topic instead if it will be difficult to complete this portion of the activity in a reasonable amount of time using a round-robin format.

- Statement for use with 24/7 Dad A.M.: The most important role I have in \_\_\_\_\_ my children is \_\_\_\_\_.
- Topics in the A.M. program: disciplining; talking with my children; the emotional growth of; educating; talking with Mom about raising; talking about marriage with; modeling how to work for
- Statement for use with 24/7 Dad P.M.: The most important role I have in \_\_\_\_\_ is \_\_\_\_\_.
- Topics in the P.M. program: creating a feeling of closeness in my family; modeling healthy relationships; using power and control; reaching agreements with my children (or their mother); having fun with my children; modeling how a man should work


**NOTE TO FACILITATOR:**

These statements help identify how the Dads' fathering values (reflected in how they see their role) related to the topics are similar or different from the fathering values you will encourage them to adopt as they participate in the A.M. or P.M. program. If you use another fathering program, pick topics for use during Procedure 3 that are also in that program from either list or insert topics unique to that program. If you don't use this activity as part of a fathering program, pick topics from either list or insert your own. Be sure to record (you or the co-facilitator) as much as possible for reference during the remainder of the program. Record how each Dad completes each statement.


**NOTE TO FACILITATOR:**

If you use another fathering program, pick topics for use during Procedure 4 that are also in that program from either list or insert topics unique to that program. If you don't use this activity as part of a fathering program, pick topics from either list or insert your own.

4. Give each Dad a balloon and a marker or place a bag or bunch of loose balloons and markers within reach of the Dads. Assign the topics you selected in preparation for this activity, one topic for each Dad. The topics are:
  - **From the 24/7 Dad A.M. program: show feelings/emotions; care for themselves; discipline children; reward children; punish children; teach values; relate to women; relate to children; talk with women, talk with children; marriage; view work/job; educate children**
  - **From the 24/7 Dad P.M. program: control women; control children; have fun with children; expect children to act/behave; treat boys; treat girls; show anger; care for themselves; family closeness; traditions; sex; bargain with women; bargain with children; criticize; solve problems; stress at work; compete with other dads**
5. Tell the Dads to blow up and tie off their balloon and then write their topic on the balloon. After the Dads write their topics on the balloons, have them stand and form a circle. Tell them to throw the balloons in the air toward the center of the circle and to keep the balloons in the air for as long as they can. After about 30 seconds, have the Dads grab the balloon closest to them in the air or on the ground and return to their seat.
6. Now ask each Dad one at a time to stand, identify his topic, and share what confuses or bothers him about how most Dads in America/United States approach or view it (e.g. How do most Dads in the United States approach or view control of women?) After each Dad shares, ask the other Dads what they think. Be sure to record (you or the co-facilitator) the Dads' views for reference during the remainder of the fathering program.
7. Close out this activity by thanking the Dads for sharing so much about their own views and their views on American/United States culture.

**NOTES**


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# Appendix

## A PICTURE OF MY CULTURE/SUBCULTURE

Name: \_\_\_\_\_

Culture/Subculture: \_\_\_\_\_

1. In my culture or subculture, five very important values are:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

2. In my culture of subculture, the main roles of family members are:

a. Father: \_\_\_\_\_

b. Mother: \_\_\_\_\_

c. Grandparents: \_\_\_\_\_

d. Aunts and Uncles: \_\_\_\_\_

e. Children: \_\_\_\_\_

3. This is how parents in my culture treat boys and girls differently:

a. Boys: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Girls: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the back of this paper if you run out of room.

4. Special things in my culture or subculture in the areas below are:

a. Foods: \_\_\_\_\_

\_\_\_\_\_

b. Music and Dance: \_\_\_\_\_

\_\_\_\_\_

c. Traditions: \_\_\_\_\_

\_\_\_\_\_

d. Holidays: \_\_\_\_\_

\_\_\_\_\_

5. What I like **most** about my culture or subculture is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What I like **least** about my culture or subculture is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the back of this paper if you run out of room.